

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2016 Educator Excellence Innovation Program**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);">           Received            Texas Education Agency            004 JAN 22 PM 2:24            Document Control Center         </div>
<b>Grant period:</b>	April 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, Thursday, January 23, 2014	
<b>Submittal information:</b>	<b>Four</b> complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
<b>Contact information:</b>	Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a> (512) 463-0961	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name Pasadena Independent School District	Vendor ID # 101-917	Mailing address line 1 1515 Cherrybrook Drive	
Mailing address line 2	City Pasadena	State TX	ZIP Code 77502-
County- District # 101-917	Campus number and name	ESC Region # 4	US Congressional District # 22, 29
			DUNS # 072192925

  

<b>Primary Contact</b>			
First name Susan	M.I.	Last name Bauer	Title Executive Director, Grants
Telephone # 713-740-0038		Email address <a href="mailto:slbauer@pasadenaisd.org">slbauer@pasadenaisd.org</a>	FAX # 713-740-4043

  

<b>Secondary Contact</b>			
First name Rosie	M.I.	Last name Prusz	Title Asst. Superintendent of Leadership/ Instruction Support
Telephone # 713-740-0037		Email address <a href="mailto:rprusz@pasadenaisd.org">rprusz@pasadenaisd.org</a>	FAX # 713-740-5946

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name Kirk	M.I.	Last name Lewis	Title Superintendent of Schools
Telephone # 713-740-0244		Email address <a href="mailto:KLewis@pasadenaisd.org">KLewis@pasadenaisd.org</a>	FAX # 713-740-4040
Signature (blue ink preferred)			Date signed



1/20/14

*Only the legally responsible party may sign this application.*

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		
<b>Part 2: Acceptance and Compliance</b>		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

PISD students are not graduating college or career ready. Only 57%<sup>1</sup> have demonstrated college readiness in English Language Arts and only 62%<sup>2</sup> are college ready for Math. Furthermore, only 50.3% of the graduates took the SAT/ACT exams and only 13.4% were at or above criteria<sup>3</sup>. A little more than half (57.8%<sup>4</sup>) pursued post-secondary opportunities the fall after graduation. While on the one hand, these statistics are not surprising, as most PISD students come to the district with significant learning and socio-economic challenges<sup>5</sup>, PISD can no longer afford to continue teaching students as it always has and expect to graduate students prepared to contribute to a 21<sup>st</sup> century economy. And, the change that must occur is in the classroom. This change must result in deep, engaging instruction that enables students to assume responsibility for their learning.

Thus, for the past eight years, PISD has implemented several foundational classroom reforms that are needed to increase student academic performance. They include:

- Developing a curriculum that defines the instructional scope and sequence of classroom instruction. The curriculum is aligned to the TEKS and to STAAR and to college and career readiness standards.
- Establishing a one-year mentoring program for teachers new to the profession.
- Initiating content-specific focus meetings held at the beginning of each six weeks to brainstorm the upcoming six weeks lesson planning.
- Implementing a requirement for teachers to submit daily lesson plans and installing an instructional management data system called Eduphoria that allows teachers to upload lesson plans, access existing exemplar lesson plans, and track their participation in professional staff development.
- Implementing recruitment strategies that focus on developing relationships with Universities and pursuing high quality graduates prior to job fairs and graduation.

While these foundational activities have been effective, PISD is still in the process of assuring the consistent and equitable implementation of the reforms. The Educator Excellence Innovation Program (EEIP) will allow PISD to coalesce these reforms into a model of teacher development that comprehensively supports teachers throughout the timeline of their teaching career. It will allow PISD to fully support new teachers in developing deep and engaging instructional skills, enable the district to define a career pathway for classroom teachers, implement additional effective hiring practices, and establish a process for developing teachers throughout their instructional careers. With an EEIP grant, PISD will supplement, refine, improve, expand, and support existing activities in the following manner:

- Currently, PISD teachers are mentored only during their first year of teaching and most mentoring during that first year is focused on classroom management, lesson plan development, and following the scope and sequence of PISD's curriculum. EEIP will enable PISD to provide a *second* year of mentoring that will focus on strategies for deepening instructional content, differentiating instruction, developing students' problem-solving skills, and helping students connect concepts within and across content areas.
- Currently, PISD has no formal career pathway opportunities for teachers who want to remain in the classroom. With EEIP, PISD will promote, and support teachers in pursuing training and skill development for their chosen career path, whether it is to assume instructional leadership responsibilities or to simply become the best classroom teacher possible.
- Currently, PISD has a long list of professional staff development opportunities that staff can pursue. Through

<sup>1</sup> Texas Education Agency, Texas Academic Performance Report, 2012-13 District Performance: Compared to the State of which 65% of the students are ELA college ready.

<sup>2</sup> Texas Education Agency, Texas Academic Performance Report, 2012-13 District Performance: Compared to the State of which 66% of the students are math college ready.

<sup>3</sup> Texas Education Agency, Texas Academic Performance Report, 2012-13 District Performance

<sup>4</sup> Texas Education Agency, Texas Academic Performance Report, 2010-11 District Performance. The most recent data from TEA.

<sup>5</sup> 80% are eligible for the free and reduced lunch program, 28% come to the district as English Language Learners, and 58% are considered 'at risk'. Texas Education Agency, Texas Academic Performance Report, 2012-13 District Performance.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

EEIP, PISD will define the existing professional development opportunities that match the skills needed for the teacher's chosen career pathway and will develop needed learning opportunities that are not currently in existence.

- Currently, PISD has a process for assessing instructional skills to determine whether or not to offer a teacher a teaching contract. EEIP will enable PISD to consistently and equitably match teachers with the appropriate support needed to grow along their chosen career pathway. This support will address issues facing teachers as they develop professionally, including instructional skills, deepening understanding of curriculum, and creating an effective teaching environment.
- Currently, PISD mentors and mentees must use their planning period to complete classroom observations. This results in teachers giving up valuable instructional planning time and often results in much of the mentoring documentation and processes occurring on a mentor/mentee's own time. EEIP will enable PISD to give mentors and mentees release time for observations and coaching. It will also enable PISD to use confidential videotaping techniques that provide mentors and mentees with videos of classroom instruction. This will enable both the mentor and mentee more flexibility in scheduling observations and will enable them to use real-time video-teaching for coaching and reflecting. Video-taping is purely objective data collection and the district will train mentors and mentees in how to optimize its use to master instructional skills and strategies.
- Currently, PISD's process for recruiting high quality teachers includes developing relationships with universities and recruiting their teacher-candidates prior to job fairs and graduation. However, if teachers do not provide timely notification of their intent to leave the district's employment and wait until late summer, this university relationship-building is ineffective, as most excellent candidates will have found employment by then. Yet, PISD does not offer an early notification bonus. EEIP will enable PISD to offer an early notification bonus as an incentive to turn in resignations early. Having more notice on upcoming openings will increase the district's ability to replace teachers who are leaving with high-quality teachers.
- PISD is in the early phases of guiding each district school to establish a campus-based Professional Learning Community (PLC) (a PLC is a process for establishing a campus-culture of continuous, on-going professional development that assures the school's commitment to peer-to-peer exploration of instructional best practices that result in improved student academic performance). EEIP will allow PISD to train instructional leaders to establish and guide the use of campus based PLCs, assuring the PLC content is aligned to teacher instructional growth needs.

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# Texas Education Agency Standard Application System (SAS)

## Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-917      Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83<sup>rd</sup> Texas Legislature

Project period: April 1, 2014, through August 31, 2016      Fund code: 429

### Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 6/30/15)			Year 2 (7/1/15 – 6/30/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$783,266	\$0	\$783,266	\$932,804	\$0	\$932,804
Schedule #8	Professional and Contracted Services (6200)	6200	\$50,000	\$0	\$50,000	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$86,259	\$0	\$86,259	\$47,185	\$0	\$47,185
Schedule #10	Other Operating Costs (6400)	6400	\$57,064	\$0	\$57,064	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$3,400	\$0	\$3,400	\$0	\$0	\$0
Total direct costs:			\$979,989	\$0	\$979,989	\$979,989	\$0	\$979,989
Percentage 2.042% indirect costs (see note):			N/A	\$20,011	\$20,011	N/A	\$20,011	\$20,011
Grand total of budgeted costs (add all entries in each column):			\$979,989	\$20,011	\$1,000,000	\$979,989	\$20,011	\$1,000,000

### Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	\$1,000,000	\$1,000,000
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$100,000	\$100,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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# Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 101-917				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
<b>Academic/Instructional</b>						
1	Teacher				\$0	\$0
2	Educational aide				\$0	\$0
3	Tutor				\$0	\$0
<b>Program Management and Administration</b>						
4	Project director				\$0	\$0
5	Project coordinator		1	0	\$75,000	\$77,250
6	Teacher facilitator				\$0	\$0
7	Teacher supervisor				\$0	\$0
8	Secretary/administrative assistant		1	0	\$37,092	\$38,205
9	Data entry clerk				\$0	\$0
10	Grant accountant/bookkeeper				\$0	\$0
11	Evaluator/evaluation specialist				\$0	\$0
<b>Auxiliary</b>						
12	Counselor				\$0	\$0
13	Social worker				\$0	\$0
14	Community liaison/parent coordinator				\$0	\$0
<b>Other Employee Positions</b>						
15	Title				\$0	\$0
16	Title				\$0	\$0
17	Title				\$0	\$0
18	Subtotal employee costs:				\$112,092	\$115,455
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
19	6112	Substitute pay			\$343,100	\$280,000
20	6119	Professional staff extra-duty pay			\$254,288	\$449,476
21	6121	Support staff extra-duty pay			\$0	\$0
22	6140	Employee benefits			\$73,786	\$87,873
23	61XX	Tuition remission (IHEs only)			\$0	\$0
24	Subtotal substitute, extra-duty, benefits costs				\$671,174	\$817,349
25	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>				<b>\$783,266</b>	<b>\$932,804</b>

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description			Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land		\$0	\$0
	Specify purpose:			
6299	Contracted publication and printing costs (specific approval required only for nonprofits)		\$0	\$0
	Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:			\$0	\$0
<b>Professional Services, Contracted Services, or Subgrants Less Than \$10,000</b>				
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$0	\$0
2		<input type="checkbox"/>	\$0	\$0
3		<input type="checkbox"/>	\$0	\$0
4		<input type="checkbox"/>	\$0	\$0
5		<input type="checkbox"/>	\$0	\$0
6		<input type="checkbox"/>	\$0	\$0
7		<input type="checkbox"/>	\$0	\$0
8		<input type="checkbox"/>	\$0	\$0
9		<input type="checkbox"/>	\$0	\$0
10		<input type="checkbox"/>	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$0	\$0
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000</b>				
Specify topic/purpose/service: Training for mentors			<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: <i>The contractor will train mentors in research-based best practices for effective mentoring of new teachers.</i>				
Contractor's Cost Breakdown of Service to Be Provided			Year 1	Year 2
1	Contractor's payroll costs	# of positions: 1	\$50,000	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:			\$50,000	\$0

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>	<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0	\$0
	Contractor's supplies and materials		\$0	\$0
	Contractor's other operating costs		\$0	\$0
	Contractor's capital outlay (allowable for subgrants only)		\$0	\$0
Total budget:		\$0	\$0	

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<b>Schedule #8—Professional and Contracted Services (6200) (cont.)</b>			
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
<b>6</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>
			<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	
Total budget:		\$0	\$0
<b>7</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>
			<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	
Total budget:		\$0	\$0
<b>8</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Year 1</b>
			<b>Year 2</b>
	Contractor's payroll costs	# of positions:	\$0
	Contractor's subgrants, subcontracts, subcontracted services		\$0
	Contractor's supplies and materials		\$0
	Contractor's other operating costs		\$0
Contractor's capital outlay (allowable for subgrants only)		\$0	
Total budget:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$50,000	\$0
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	\$0
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$50,000	\$0
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0
<b>(Sum of lines a, b, c, and d) Grand total</b>		<b>\$50,000</b>	<b>\$0</b>

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

#### For TEA Use Only

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 101-917

Amendment number (for amendments only):

**Expense Item Description**

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Classroom observation recording device	The device allows the mentor to review classroom practices of the new teacher and discuss the practices during the new teacher post observation conference.	120	\$299	\$ 32,890	\$2,990
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized (Licenses allowing access to the cloud storage where the observation videos for 350 new teachers are stored.)					\$10,000	\$10,000
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$42,890	\$12,990
	Remaining 6300—Supplies and materials that do not require specific approval: <i>General office supplies for the Program Coordinator and the Secretary (Year 1- \$5,869 and Year 2 - \$3,095); materials for training teacher leaders and new teachers (Year 1-\$17,700 and Year 2 - \$13,500); detailed booklets on the new teacher continuum model for 450 new teachers and administrators, annually (\$3,600/year); book for 350 new teachers each year (\$14,000/per year); tripods for 110 classroom observation recording devices (Year 1 only - \$2,200)</i>					\$43,369	\$34,195
Grand total:						\$86,259	\$47,185

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101-917		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$12,250	\$0
	Specify purpose: <i>Eight teacher leaders and district staff will attend a symposium in San Francisco, CA to network with similar large districts across the nation to share tools and processes on new teacher induction and development.</i>		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$0	\$0
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$0	\$0
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$0	\$0
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$0	\$0
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$0	\$0
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$12,250	\$0
Remaining 6400—Other operating costs that do not require specific approval: Travel for 50 teacher leaders to the Professional Learning Communities Conference in San Antonio, Texas		\$44,814	\$0
Grand total:		\$57,064	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 101-917			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX/15XX—Technology hardware, capitalized</b>					
2	Laptop computers for the Program Coordinator and Secretary	2	\$1,000	\$2,000	\$0
3	Printers for the Program Coordinator and Secretary	2	\$700	\$1,400	\$0
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$3,400</b>	<b>\$0</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment: 54,535**

Category	Number	Percentage	Category	Percentage
African American	3,784	6.94%	Attendance rate	94.39%
Hispanic	44,884	82.30%	Annual dropout rate (Gr 9-12)	0.1%**
White	3,827	7.02%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	73%***
Asian	1,595	2.92%	TAKS commended 2011 performance, all tests (sum of all grades tested)	11%***
Economically disadvantaged	42,866	78.6%	Students taking the ACT and/or SAT	50.3%**
Limited English proficient (LEP)	15,524	28.47%	Average SAT score (number value, not a percentage)	1,317**
Disciplinary placements	694*	1.3 %	Average ACT score (number value, not a percentage)	19.2**

**Comments**

\* A student will be counted more than once if they have multiple disciplinary records.

\*\*Texas Education Agency "Texas Academic Performance Report: 2012-13 District Performance"

\*\*\*Texas Education Agency "Academic Excellence Indicator System: 2010-11 District Performance"

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	505.6	6.8%	No degree	24.7	0.7%
Hispanic	3,439.4	46.5%	Bachelor's degree	2,779.3	78.5%
White	3,234.4	43.7%	Master's degree	709.2	20.0%
Asian	222.7	3.0%	Doctorate	26.5	0.7%
1-5 years exp.	1,152.0	32.5%	Avg. salary, 1-5 years exp.	\$49,537	N/A
6-10 years exp.	897.9	25.4%	Avg. salary, 6-10 years exp.	\$51,863	N/A
11-20 years exp.	738.5	20.9%	Avg. salary, 11-20 years exp.	\$54,869	N/A
Over 20 years exp.	400.7	11.3%	Avg. salary, over 20 years exp.	\$61,832	N/A

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2,355	4,115	4,637	4,221	4,114	4,040	3,953	4,008	4,021	4,131	4,204	3,837	3,488	3,210	54,535
Open-enrollment charter school															
Public instit.															
Private non-prft															
Private for-prft															
<b>TOTAL:</b>															

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	88	243	317	264	262	260	254	269	256	294	326	277	229	232	3,571
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>															

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## Schedule #13—Needs Assessment

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To understand PISD teacher development needs, student academic performance and socio-demographic data was considered. The key indicators considered include: PISD educates more than 54,325 students of which 82% are Hispanic, 7% are white, 7% are African American, 3% are Asian, and 1% is Other. Of those students, 79% participate in the free and reduced lunch program, 61% are considered 'at risk', and 29% are Limited English Proficient students. To date, these factors have led to some significant graduation challenges. While PISD, on average, has a 85.2%<sup>6</sup> graduation rate, only 57%<sup>7</sup> of the students graduate college ready for English Language Arts, only 62%<sup>8</sup> graduate college ready for Math, and only 57.8%<sup>9</sup> enrolled in college during the first semester following high school graduation. These statistics can be explained or understood in part from the fact that 29% of PISD students come to the district as English Language Learners and most likely will be the first in their family to pursue post-secondary education.

Furthermore, according to the Texas Education Agency educator online system, PISD has a high number of teachers who are teaching out of their field.<sup>10</sup> For the fiscal year ending August 31, 2012:

- 3.6% of the Full Time Employee (FTE) elementary teachers are teaching out of field;
- 39.3% of the FTE middle school teachers are teaching out of field;
- 19.5% of the FTE secondary school teachers are teaching out of field.

These needs indicate that PISD cannot be complacent about classroom teaching as most students live in situations that will not or cannot compensate for mediocre instruction. And, for many PISD students, the teacher is the only person in their lives who will encourage them to pursue post-secondary opportunities and higher education. Thus, programmatic needs were prioritized and the teacher development model PISD will use to assure high-quality classroom instruction was designed to meet those needs. As a result of five planning meetings, teacher survey outcomes, and through focus group discussions the following needs were identified:

1. **A district-wide systematic, equitable, and continuous process for developing teachers who desire to remain in the classroom.** This need was identified in a focus group of the Superintendent, Deputy Superintendents, and Associate Superintendents held on December 6, 2013 and in a focus group consisting of principals, mentors, teachers, peer facilitators, and content specialists that was held on December 11, 2013.
2. **A career pathway offering opportunities for classroom teachers to develop instructional skills and assume instructional leadership roles.** The same focus groups identified that PISD doesn't have a formal professional development pathway for teachers who want to stay in the classroom. While the district does have a career pathway for teachers to become a campus administrator, (i.e.; a counselor, an assistant principal, a principal, a content specialist, or a district-level administrator), they must leave the classroom to do so.
3. **A seamlessly integrated culture of professional learning at every district school.** Up until this year, teachers were on their own to decide what professional learning to pursue. Beginning with the 2013-2014 school year, PISD has challenged each school to establish a campus culture of professional collaboration and growth. PISD needs to formalize that process and assure it is happening.
4. **An objective, multi-level process for assessing teacher growth that includes an informal and formal evaluation process and is tied to professional staff development opportunities.** Currently the formal evaluation process is used to determine if a teacher requires a growth plan or if teaching contracts are to be renewed. PISD needs a process that is continuous and supportive and results in an increase in classroom instructional skills.

<sup>6</sup> Texas Education Agency, Texas Academic Performance Report, 2012-13 District Performance: Compared 87.7% for the State.

<sup>7</sup> Texas Education Agency, Texas Academic Performance Report, 2012-13 District Performance: Compared 65% for the State.

<sup>8</sup> Texas Education Agency, Texas Academic Performance Report, 2012-13 District Performance: Compared to 66% for the State.

<sup>9</sup> Texas Education Agency, Texas Academic Performance Report, 2010-11 District Performance. The most recent data from TEA.

<sup>10</sup> [https://secure.sbec.state.tx.us/reports/WhoIsTeaching/frm\\_whois\\_main\\_lvl\\_rpt.asp?sid=](https://secure.sbec.state.tx.us/reports/WhoIsTeaching/frm_whois_main_lvl_rpt.asp?sid=)

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	A district-wide systematic, equitable, and continuous process for developing teachers who desire to remain in the classroom.	Establish a process of teacher development that includes: <ul style="list-style-type: none"> <li>• Mentoring and coaching</li> <li>• Providing professional development based on the instructional needs identified by classroom observations</li> <li>• Teacher participation in campus-based professional learning communities based on instructional needs</li> </ul>
2.	A career pathway offering opportunities for classroom teachers to develop instructional skills and assume instructional leadership roles.	Establish an educator career path that: <ul style="list-style-type: none"> <li>• Serves teachers Pre-K through High School</li> <li>• Includes a process for pursuing the career pathway</li> </ul>
3.	An objective, multi-level process for assessing teacher growth that includes an informal and formal evaluation process that is tied to professional staff development opportunities.	Establish an assessment process that identifies operational inconsistencies by: <ul style="list-style-type: none"> <li>• Correlating informal and formal outcomes and defining inconsistencies as flags for operational gaps</li> <li>• Using videos of classroom instruction to calibrate effective and ineffective teaching practices</li> <li>• Using videos to train evaluators to see and quantify effective and ineffective teaching practices</li> <li>• Following a rubric of training opportunities to guide teacher development</li> </ul>
4.	A seamlessly integrated culture of professional learning at every district school.	Establish a system of integrated professional learning at every school through: <ul style="list-style-type: none"> <li>• PLC's</li> <li>• Instructional Rounds</li> <li>• Videotaping classroom observations</li> <li>• Peer to peer collaborations</li> </ul>
5.	Improved student/teacher relationships which enable teachers to understand student's learning needs, interests, and academic goals.	Assure teachers develop the skills they need to understand student learning needs and interests and how to translate that into instruction by: <ul style="list-style-type: none"> <li>• Establishing a process of teacher development that spans the career of a classroom teacher and includes addressing student cultural, social, and academic needs</li> <li>• Establishing a process of mentoring and coaching that will support and reinforce relationship building strategies</li> <li>• Establishing a process for understanding the effects of the teacher development process</li> </ul>

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**Schedule #14—Management Plan**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Coordinator	Master's Degree; Mid-Management Certification or equivalent ; Strong organizational, communication, and interpersonal skills; Proven leadership skills and ability to work with other department leadership; Advanced computer skills and proficient use of district management applications and Microsoft Office, K-12 Education-related applications and experience preferred. <u>Experience:</u> Three years of prior management experience, either as a campus administrator or a project manager; Prior experience as an educator. Experience managing a grant preferred.
2.	Secretary	High School diploma or GED, High degree of computer proficiency using Microsoft Office, Excellent written and verbal communication skills, Ability to maintain positive working relationship with the public and district staff, Ability to follow complex written and verbal instructions without supervision, Ability to work well under pressure and maintain focus with frequent interruptions, Must be flexible and be able to prioritize and multi-task, Strong organizational and time management skills, <u>Experience:</u> Prior secretarial experience, preferably in a school district setting.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	90% of teachers, new to the profession, will work with a mentor for two school years.	1. Mentors are trained.	04/01/2014	06/30/2016
		2. Mentor observation logs are completed.	08/01/2014	06/30/2016
		3. Self-assessment is completed by mentees.	08/01/2014	06/30/2016
		4. Mentees develop individual learning plans.	08/01/2014	06/30/2016
		5. Mentor training is aligned to a career pathway.	08/01/2014	06/30/2016
		6. Mentees complete a two-year mentoring cycle.	08/01/2014	06/30/2016
2.	100% of new teachers will receive a minimum of four informal and one formal observation, annually.	1. Evaluators attend observation training.	04/01/2014	06/30/2016
		2. Pre- and Post-observations and summative conferences are completed (formative by mentors and summative by administration).	08/01/2014	06/30/2016
		3. Observation outcomes are aligned to focused coaching and to professional staff development.	08/01/2014	06/30/2016
		4. Video is used to tape observations.	08/01/2014	06/30/2016
		5. Observation standards are identified.	08/01/2015	06/30/2016
3.	90% of the participating teachers will collaborate with peers in their content area or grade level.	1. Professional Learning Community participation occurs.	08/01/2014	06/30/2016
		2. Teachers meet during planning periods and during release time.	08/01/2014	06/30/2016
		3. Teachers and administrators participate in instructional rounds	08/01/2014	06/30/2016
4.	50% of the teacher resignations will occur prior to the end of April.	1. Early notification bonus is promoted	04/01/2014	02/01/2015
		2. Resignations occur prior to the early notification deadline.	08/01/2014	02/28/2015
5.	By the end of each year, 90% of new teachers' staff development will align to their identified career pathway.	1. Staff development is created to fill the training needs and online needs.	04/01/2014	06/30/2016
		2. EEIP is promoted to stakeholders and stakeholders are engaged in EEIP activities.	04/01/2014	06/30/2016
		3. New teachers will identify their career pathway.	08/01/2014	06/30/2016
		4. Staff development taken supports their career pathway interest.	08/01/2014	06/30/2016

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD has a formalized process for monitoring grants and obtaining feedback from stakeholders that begins with a stakeholder meeting within two weeks of receiving a grant award. During this meeting, the program components identified in the grant proposal are reviewed as well as the state statutory requirements and district procedures that will govern the program and its operation implementation. Also, critical district staff from accounting, purchasing, and payroll who will be working with the grant implementation staff are identified as well as the grant personnel's roles and responsibilities. While the grant-funded staff will be responsible for assuring all components of the grant are implemented, the district-funded Grant Compliance Coordinator will work with the grant implementation team to assure that the grant goals and objectives are met and that the grant is implemented with fidelity, meets all statutory requirements, follows district policies and procedures, and follows the grant budget.

A full-time Program Coordinator (PC) will work with the district's Mentor Coordinator, Director of ATPC, and the Director of Professional Development in implementing the EEIP grant. He/she will be supervised by the Associate Superintendent of Leadership/Instructional Support.

The district will use a Microsoft Access database to track the completion of the required program components; specifically: four mentor/mentee observations, mentee pre-and post-assessment, information about each mentee, and master mentor (master mentors oversee and guide the work of mentors) activities, early notification incentive distribution, and staff development participation and alignment to career-pathways. Additionally, monthly meetings with the master mentors will be held with mentors to discuss best practices, mentoring issues, and to provide 'just in time' training. Attendance will be documented through sign-in sheets and meeting content will be documented through the meeting agenda and meeting minutes. The database will provide the data needed for daily and monthly monitoring. Reports on mentor performance will be sent to the master mentors to guide master mentors in providing support to mentors. Participation and feedback on the professional staff develop will be tracked through PISD's instructional database Eduphoria and will be used to guide staff development participation and teacher career pathway supports.

The feedback gathered will be reviewed during monthly implementation meetings and will be used to guide EEIP programmatic changes and assure continuous improvement of program activities. The changes will be communicated with program stakeholders through email and stakeholder meetings.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2007, PISD created the framework for mentoring that it is proposing for EEIP. Currently, the mentor program is serving only new teachers, (those who are new to the teaching profession), during their first year of employment. And the program has been successful. New teacher retention increased to 86% and a number of teachers who have participated in the mentoring program have moved into leadership roles on their campus in the last five years.

Yet, PISD knows that teachers are most vulnerable to abandoning the profession, during the first two to three years of teaching. One year of mentoring has increased new teacher retention. Two years of mentoring will retain teachers in the profession with even more significant numbers. With an EEIP grant, all new teachers to the profession will have two years of mentoring support and help in defining professional goals and pursuing the professional development needed to follow career pathways. Teachers will make this commitment when they sign a contract agreeing to participate in the mentoring program for two years.

Through EEIP funds, the district will create career pathways through professional development strands. Many pieces of the career pathways are in place, informally, but are inconsistently followed. EEIP will enable, PISD to formalize classroom teacher career pathways and the process they must follow to pursue a pathway. It will also allow PISD to match professional staff development to teacher instructional needs identified in the informal and formal observations. These needs will be documented in the teachers Individual Learning Plan and during their annual summative conference. Additionally, EEIP will enable PISD to send staff to training on how to use and participate in a Professional Learning Community on campus.

Finally, the implementation meetings of key stakeholders will continue and provide program oversight.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Pre-and Post-surveys of participants	1.	Annually, pre-surveys are distributed to staff by September and post surveys by May.
		2.	95% of program participants complete a pre- and post-survey.
		3.	100% of program participants complete an Individual Learning Plan (ILP) and mid- and end-of-year reviews.
2.	Focus groups	1.	Four focus groups are conducted during the year.
		2.	Data from the focus groups is used for program improvement.
3.	Mentor/Mentee observations and mentor logs. Formal observations.	1.	New teachers receive a minimum of four classroom observations.
		2.	95% of mentors conduct a pre- and post-conference with the mentee.
		3.	100% of the new teachers will have a formal observation.
		4.	Video is used as a coaching tool.
4.	Staff development participation and attendance records and Individual Learning Plans	1.	Professional staff development pursued is aligned to career pathways and Individual Learning Plans.
		2.	Professional staff development activity occurs weekly and includes PLC participation.
		3.	Instructional skill growth is seen and correlated between formal and informal evaluation processes.
5.	Use district data systems*to assess student academic performance.	1.	Mentor introduces each system to the new teacher by the end of September.
		2.	Teachers disaggregate student performance data.
		3.	Lesson plans indicate disaggregated data is used in designing the lesson.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Program Coordinator will work with existing staff: the Mentoring Coordinator, the Director of Professional Development, and the Director of New Teacher Support and Mentoring to collect all data through the grant period. Additionally, the Program Coordinator and the Grant Compliance Coordinator will work with the Research and Evaluation department to analyze all data. Data collection will occur for 350 mentors and mentees for two years of mentoring. (350 the first year and 700 the second year). Each mentee and mentor will conduct observations twice per semester and follow the Pasadena ISD Formative Assessment System (FAS), which supports coaching conversations between mentor teachers and beginning teachers. Following the mentor timeline, mentors will collect formative data using district data systems to analyze student data, behavior data, complete professional goal setting with the New Teacher Continuum, Self-Assessment Summary (SAS) and Individual Learning Plan (ILP), submit a mid-year review and fall mentor log of weekly contact with mentee in December and the spring mentor log and end-of-the-year review in May. Formal evaluation outcomes will be correlated to informal evaluations.

In addition, the Program Coordinator will track the number of teachers who have created career goals and identified a career path and the staff development they are pursuing to meet those goals. Finally, the Program Coordinator will track the annual teacher resignations, the time of the year they are submitted and whether or not the early notification bonus makes a difference.

All of this data will be shared during bimonthly meetings with the implementation team and program stakeholders and will be used to make program modifications needed to assure effective outcomes from the program activities. The Program Coordinator will guide the implementation of EEIP program modifications. Master mentors will receive monthly reports of mentor/mentee progress through the mentoring FAS. The Program Coordinator will submit a final summative evaluation at the end of the grant period to TEA and the program stakeholders.

\*AWARE houses STAAR and Benchmark data, Mizuni contains student demographic data, and Gradespeed is the system teachers use to input grades for their students.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Components of the Induction system:** Pasadena ISD proposes to establish a comprehensive induction and continuing support system that spans the time-line of each teacher's career. It will use three strategies: Mentoring, Instructional Coaching, and Professional Learning Communities. Each of the strategies will support teachers at different times during their instructional careers. The following is a description of the mentorship/coaching program that will be used to support teachers, new to the teaching profession, during the first two years of their career at PISD.

**Mentor selection:** Pasadena ISD proposes a process of mentoring that is based on careful mentor selection and preparation. The selection process includes:

- Campus principals will identify teachers who have the leadership and organizational skills needed to be an effective mentor.
- PISD will review the applications submitted by teachers who want to mentor and coach.
- PISD will select mentors based on the teacher's application and the recommendations they have provided.

**Mentor training:**

- New Mentors, who want to assume mentoring responsibilities will:
  - ✓ Attend six hours of *Instructional Mentoring* training.
  - ✓ Attend six hours of *Another Set of Eyes* training (how to collect observation data).
  - ✓ Attend three hours of *Videotaping New Teacher and Best Practices* training.
  - ✓ Participate in five mentor campus forum meetings with a Master Mentor.
- Experienced Mentors, who are returning to continue their mentoring responsibilities, will attend:
  - ✓ Six hours of mentoring update content.
  - ✓ Six hours of content specific training.
  - ✓ Three hours of training on video-taping mentees and how to use the tape in the post-observational conference coaching.
  - ✓ A minimum of five campus forum meetings with their master mentor.

**Mentor Stipends:** Mentors will receive stipends that are based on their mentor status and include:

- Mentors of first-year teachers: \$1,100 per year.
- Mentors of second-year teachers: \$950 per year.
- Master mentors: \$1,500 per year

**Mentor meeting times and time commitments:**

- Mentors will meet a minimum of one hour per week supporting the beginning teacher in one or more activities that include creating a positive classroom climate, engaging all students, classroom management, instructional design, instructional delivery and professional growth.
- Mentors will spend time weekly to document mentoring activities.

**Mentor activities:**

- Mentors will help mentees learn the process for developing a classroom profile using the district's existing data collection systems of Mizuni and AWARE.
- Mentors will help mentees learn the process for developing a classroom behavior syllabus.
- Mentors will help mentees learn the process of setting instructional goals with a *Self-Assessment Summary* and an *Individual Learning Plan*.
- Mentors will complete a mid-year review with the mentee.
- Mentors will complete four classroom observations throughout the year that includes a Pre-conference, an Observation, and a Post-Observation conference.
- Mentors will complete an end-of-year review with the mentee.

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**Mentor release time:** Mentors who are teachers and need release time can secure a substitute teacher to cover the time they need to complete pre-observation, observation, and post-observation activities.

**Mentee time commitments:**

- Mentees will spend a minimum of one hour per week working with the mentor to learn how to create a positive classroom climate, engage all students in their learning, use effective classroom management, develop effective instructional design, instructional delivery techniques and other needed professional growth.
- Mentees will spend the time they need, weekly, to document mentoring activities.

**Mentee activities will include:**

- Completing a classroom profile using the district's existing data collection systems of Mizuni and AWARE.
- Developing a classroom behavior syllabus based on 'CHAMPS' and 'Conscious Discipline' theories.
- Setting instructional goals with a *Self-Assessment Survey* and an *Individual Learning Plan*.
- Completing a mid-year review with the mentor.
- Completing four classroom observations of the mentor, 2 in the fall and 2 in the Spring.
- Observing the mentor teaching, four times a year.
- Complete a career plan.
- Completing an end-of-year review with the mentor.

**Mentee release time:** Mentees can secure substitutes to cover the time they need to cover their mentoring activities.

**Master Mentor activities will include:**

- Meeting regularly with regular site mentors during the school year
- Maintaining *confidentiality*
- Participating in meetings with the district mentor coordinator to determine the needs/concerns of district site mentors and new teachers
- Attending professional development activities to enhance mentoring and coaching skills
- Providing professional assistance to regular, site mentors and new teachers
- Maintaining communication with district coordinators
- Participating in class observations, collection of data, modeling instructional practices, team teaching as needed
- Supporting the district's implementation of the PLC model/process
- Facilitating reflective conversations
- Utilizing knowledge of formative assessments
- Facilitating the professional development and growth of the site mentor and the new teacher

**Master Mentors will advance his/her own practice by using the mentor professional standards to self-assess and reflect on best coaching/mentoring practices, described below:**

- Engages, supports, and advances the professional learning of each teacher, site mentor or new teacher
- Creates and maintains collaborative and professional partnerships to support teacher growth
- Utilizes knowledge of student content standards, teaching pedagogy, and professional teaching standards
- Designs and facilitates professional development for teachers
- Utilizes assessments to promote teacher learning and development
- Develops as a professional leader to advance mentoring and the teaching profession

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

All PISD teachers, new to the teaching profession, will be involved in a two year informal observation process that will result in four observations per year and a formal observation that will result in a minimum of one observation per year. Both informal and formal observation processes are described below.

**The Informal Observation Process**

**Steps taken to conduct teacher observations:** Mentors will complete four, 45-minute observations per mentee per year. The steps they take in conducting the observations are:

1. schedule the observations
2. secure the substitute for release time, if needed
3. complete the pre-observation conference before the observation
4. complete the observation
5. complete a post-observation conference

After the first observation is completed, mentees will establish skill development goals for themselves using the 'Self-Assessment Survey' and the 'Individual Learning Plan'. Once the skill development goals are established, the mentor uses the remaining three observations to identify progress on the established goals.

**The observation rubric used:** Teacher growth is measured by using a rubric called the New Teacher Center's Continuum of Teacher Development<sup>11</sup>. To help understand the areas and the levels of practice within the continuum areas, the following is a condensed version of the rubric that addresses six major performance standards of teaching and descriptors of development in each standard.

	Engaging and Supporting Students. (5) <sup>12</sup>	Creating and Maintaining an Effective Environment (6)	Understanding and Organizing Subject Matter (5)	Planning Instruction and Learning Experiences (5)	Assessing Student Learning (5)	Developing as a Professional (6)
Beginning	Delivers basic instruction with existing resources.	Defines rules and consequences.	Has basic knowledge of subject matter.	Learning goals are identified and activities explained.	Uses one source to monitor student progress.	Interacts positively with colleagues.
Emerging	Instruction matches academic needs.	Sets expectations and consequences	Uses knowledge to identify key concepts.	Communicates learning expectations.	Student progress is followed through multiple sources.	Collaborates with colleagues.
Applying	Checks for understanding.	Strategies used prevent disruptions.	Communicates key concepts, coherently.	Links learning to instructional activities.	Uses strategies for following student progress.	Collaborates to improve student learning.
Integrating	Differentiates teaching to student learning styles.	Uses strategies to help students control their own behaviors.	Helps students connect concepts.	Conveys short-term and long-term learning goals.	Reflections on student progress guide teaching	Reflects with colleagues to improve teaching and learning.
Innovating	Strategies used to ensure full student participation.	Environment helps students control their own behavior.	Connect concepts across content areas.	Engages students in setting learning goals.	Embeds assessments in teaching to guide instruction.	Assumes instructional leadership roles.

<sup>11</sup> 2004, 2010 New Teacher Center; 725 Front Street, Suite 400, Santa Cruz, CA 9506: [www.newteachercenter.org](http://www.newteachercenter.org)

<sup>12</sup> The number within the brackets represents the number of standards within each area.

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**Who is trained and deployed to observe teachers:** Teachers trained to be mentors are deployed to observe first and second year teachers. They include: classroom teachers, campus-based content specialists, curriculum leaders, instructional leaders, peer facilitators, and department heads.

**The goals of the pre-observation meeting:** During the pre-observation conference, a mentor will discuss with the teacher which content standard is being addressed by the lesson to be observed (All instruction has to follow the scope and sequence of the district's state and college and career aligned curriculum. Thus, each day's instructional content is determined and not negotiable). Secondly, during the pre-conference the mentor probes the teachers ideas about how the lesson will be assessed and what will be the evidence that the student has achieved the objective of the lesson. Finally, mentors ask the teacher to identify the focus of the observation.

**The goals of the post-observation meeting:** The Post-observation conference is a conversation regarding the success of the lesson, the success of the students in having learned what was expected, and coaching on how the weak or unsuccessful parts of the lesson can be made better. In addition, mentors guide the new teachers in coding the observation data with the performance standards codes which reinforces the best practice of 'connecting back' the teaching to the performance standards of the rubric.

While the informal observation will not be tied to the formal observations, the formal observation standards will be correlated to the New Teacher Center Continuum standards so all district evaluators are using a consistent appraisal process.

### ***The Formal Observation Process***

**Steps taken to conduct formal teacher observations:** Principals or assistant principals will conduct one-45 minute formal observation per year. The steps they will take are to schedule the pre-observation meeting and the dates for the observation and post-observation meeting.

**The observation rubric used:** The formal observation rubric used is the State of Texas PDAS forms. The difference, however, is that the PDAS rubric will be tied to the New Teacher Center Continuum standards so that the components of the informal observation and the formal observations can be aligned. Informal evaluation results will not be reviewed prior to the formal observation or incorporated into it, yet in evaluating the consistency of the formal and informal evaluation process, the outcomes will be correlated.

**Who is trained and deployed to observe teachers:** All PISD principals and assistant principals are trained and certified to perform PDAS observations. If a second appraisal is requested by a teacher, a trained and certified central administration staff will be deployed to observe the teacher.

**The goals of the pre-observation meeting:** The goal of the formal pre-observation meeting is to review with the teacher the expectation of the observation and to allow the teacher to provide information about the students or the lesson he/she will provide.

**The goals of the post-observation meeting:** The post-observation will immediately follow the observation. The purpose of the post-observation meeting is to allow both the principal and the teacher to reflect on the lesson observed and to determine the next instructional development steps to be taken.

**Summative meetings:** Each teacher is provided a summative conference. The summative conference is an opportunity to evaluate the teacher's year of instruction by reflecting on student academic performance, growth in teaching skills, staff development support and impact, and to begin the conversation that will help the new teacher see teaching as a career and their options in skill development while staying in the classroom. Thus, the summative meeting provides the opportunity to help new teachers identify the next steps they will want to take in their teaching career.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The formal evaluation process is separate from the mentoring and coaching process. The mentoring and coaching documentation will not be used in the formal evaluation process<sup>13</sup>. This will assure that mentors are able to build the trust that is needed to support and coach teachers in developing instructional skills.

The formal evaluation process includes a formal observation, a teacher self-assessment, and an evaluation of student academic growth.

**The formal observation** is performed by a PDAS-certified school principal or assistant principal and includes a minimum of one, 45-minute observation that is preceded by a pre-observation conference and is followed by a post-observation conference. The goal of the pre-conference is to clarify the observation expectations. The rubric that is used is the State of Texas PDAS form. The domains addressed during the observation are Domains I-VI that address: Engaging and Supporting All Students; Understanding and Organizing Subject Matter and Planning Instruction and Designing Learning Experiences; Assessing Student Learning; Creating and Maintaining an Effective Environment; and Developing as a Professional.

**The teacher self-assessment** is a part of the TEA PDAS forms and every teacher is required to complete all three sections of the self-assessment form. Section I requires teachers to identify which academic skills (TEKS objectives) the teacher directly teaches or reinforces in his/her class. Also, teachers must identify which process they use to assess the needs of their students with regard to academic skill attainment. This part of the teacher self-assessment is to be completed prior to the formal observation. Sections II and III of the teacher self-assessment are to be provided prior to the teacher's summative conference. Section II requires the teacher to identify the specific instructional adjustments they have made based on the academic needs of his/her students; the approach the teacher has used to monitor classroom performance and to provide students with feedback on their academic skill progress; how they have helped students who experienced serious attendance problems; and their approach to working with students who were failing or in danger of failing. Section III requires the teacher to list or describe, their professional development activities for the past year that are related to campus/district goals, assigned subject/content, needs of students, or prior appraisal performance in the following areas: in-service, team planning, mentoring, collaboration with colleagues, self-study, video coursework or distance learning, university-level coursework, professional conferences, and other non-traditional activities; what the teacher has been able to use in the classroom from the professional staff development; and what areas of continued professional growth they want to pursue. The teacher self-assessment enables the teacher to reflect on their instructional growth and gives the evaluator an opportunity to help a teacher explore their growth as a professional.

**The student academic growth** is evaluated in Domain VIII of the PDAS evaluation form. This section evaluates the teacher's efforts to align instruction and analyze state academic data and evaluates whether or not the teacher is following the scope and sequence of the district's curriculum and is intervening with students in attendance and behavior. It also considers the campus performance rating and whether or not the campus meets AYP or is in improvement.

All of this information is brought together and used in the summative evaluation meeting. It is used to help teachers understand their performance for the year, to identify growth opportunities they can pursue during the summer, and instructional goals and focus for the upcoming year. Summative evaluations are performed near the end of the school year, annually.

<sup>13</sup> Both coaching evaluations (informal) and formal evaluations will be correlated. Inconsistency between the two assessment outcomes will indicate operational problems within the informal and formal evaluation processes, such as, but not limited to, data collection.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies include:

- Release time of two days per semester will be provided through EEIP to allow teachers and mentors the time they need to have pre-observational conferences, complete observations, and have post-observational conferences, and for the coaching that is generated from the observations. In addition to the two days per semester, mentors are expected to spend a minimum of one hour per week with their mentee. How and when this occurs is up to the mentor and mentee to coordinate, but it must be documented in the mentor log.
- Teachers will be involved in Professional Learning Communities focused on learning and sharing pedagogical strategies that occur before school and/or after school.
- Teachers will use their planning period to collaborate with instructional peers.

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**Schedule #16—Responses to Statutory Requirements**

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Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Pasadena ISD has developed a rubric of training identified below that provides the district an equitable process for consistently directing classroom teachers toward training that has been identified as needed for effective classroom instruction skills.

It will be the training rubric below that will be tied to informal and formal evaluation results. Each standard is correlated to a Domain in PDAS. Domain I of PDAS is correlated to *Supporting All Students in Learning*; Domain IV is correlated to *Effective Environments*; Domain II is correlated to *Understanding Subject Matter*; Domain III is correlated to *Assessing Student Learning*; and Domains V and VI are correlated to *Developing as a Professional*. Because the PDAS is correlated to the rubric content areas, it will be easy for an evaluator to identify at which instructional level the teacher is functioning. For example, if the teacher is determined to be functioning at the Beginner/Emerging level of Assessment, the rubric indicates the teachers needs to attend training on: Formative Assessment Strategies; Summative Assessment Strategies; Assessing Student Development (Mastery of Content vs. Language Skills); Data Driven Instruction; Analyzing Student Work (Basics); TELPAS; AWARE; and Gradespeed.

The informal matching of instructional needs to professional staff development will occur at the mid-year review and at the end-of-the-year review. The formal matching of instructional needs to professional staff development will occur at the end of each year during the summative conference. The trainings identified below will be accessible during the summer, during the school week, during the school year, and either presented live in a workshop format or be accessible in an online format.

	<b>Supporting All Students In Learning</b>	<b>Effective Environment</b>	<b>Under-standing Subject Matter</b>	<b>Instructional Planning, Design and Engagement</b>	<b>Assessment</b>	<b>Developing As A Professional Educator</b>
Level 1: Beginner Emerging	<ul style="list-style-type: none"> <li>· Ruby Payne Level 1</li> <li>· Diversity</li> <li>· Emotional Literacy</li> <li>· Bilingual Principles</li> <li>· Child Development</li> <li>· GT (Basics)</li> <li>· Special Education</li> </ul>	<ul style="list-style-type: none"> <li>· PISD Behavior Management (CHAMPS, Conscious Discipline)</li> <li>· Classroom Climate</li> <li>· Procedures and Routines</li> <li>· Classroom Management</li> <li>· Behavior Management</li> </ul>	<ul style="list-style-type: none"> <li>· Focus Meetings</li> <li>· Curriculum Inquiry Teams</li> <li>· Content-Specific Trainings</li> </ul>	<ul style="list-style-type: none"> <li>· Marsha Tate</li> <li>· Integration of Technology</li> <li>· Literacy Seminars</li> <li>· Unit Planning</li> <li>· Writing Language and Content Objectives</li> <li>· Lesson Design</li> <li>· Foldables</li> <li>· Cooperative Learning</li> <li>· Questioning Strategies</li> <li>· Thinking Maps</li> <li>· Basic Tech Skills</li> </ul>	<ul style="list-style-type: none"> <li>· Formative Assessment Strategies</li> <li>· Summative Assessment Strategies</li> <li>· Assessing Student Development (Mastery of Content vs. Language Skills)</li> <li>· Data Driven Instruction</li> <li>· Analyzing Student Work (Basics)</li> <li>· TELPAS</li> <li>· AWARE</li> <li>· Gradespeed</li> </ul>	<ul style="list-style-type: none"> <li>· Professional Communication</li> <li>· PLC/Team Leadership</li> <li>· Mentor Training (Basics)</li> <li>· Emotional Literacy (for the Teacher)</li> <li>· Ethics Training</li> </ul>
Level 2: Application Integration	<ul style="list-style-type: none"> <li>· SIOP</li> <li>· GT (Strategies)</li> <li>· SDI</li> <li>· ESL</li> </ul>	<ul style="list-style-type: none"> <li>· Classroom Climate</li> <li>· Procedures and Routines</li> <li>· Classroom</li> </ul>	ABYDOS Training	<ul style="list-style-type: none"> <li>· Integration of Technology;</li> <li>· Differentiated Instruction;</li> <li>· Lesson</li> </ul>	<ul style="list-style-type: none"> <li>· Analyzing Student Work (Application)</li> <li>· Data Analysis</li> <li>· Designing</li> </ul>	<ul style="list-style-type: none"> <li>· Instructional Coaching</li> <li>· Presenting Professional Development</li> </ul>

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	Institute (strategies) · Ruby Payne Level 2	Management · Behavior Management		Evaluation · Unit Planning · Dual-Language Institute · Flipped Classroom Training	Common Assessments · Quality Assessments and Measures of Student Learning	· Mentor Training (Application) · Understanding Adult Learners · Facilitating Data Analysis Course · Project and Time management
Level 3:  Innovative Leadership	· Acquisition of Certification · Creating An After-School Program · Grant Writing	· Working With Behaviorally Challenged Students	· Project-Based Learning (Content Specific)	· Designing Flipped Classroom	· Vetting Common Assessments	· Aspiring Administrators Academy · Train the Trainer

During the mid-year review, and the end of the year review, teachers, new to the teaching profession, will participate in formative goal setting and creating a professional career plan. These goals and plans will be tied to professional development activities and opportunities within the school week through Professional Learning Communities, Instructional Rounds, Mentor/mentee conferences and coaching, and on-line access to trainings. Pasadena ISD's professional training catalog will be accessible electronically and searchable by the standards and levels identified in the rubric above. Teachers will document and track their progress through training levels on the District's instructional management system 'Eduphoria'.

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**Schedule #16—Responses to Statutory Requirements**

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Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Pasadena ISD already has a strategic compensation plan that differentiates compensation based on responsibilities. It provides for teachers who pursue instructional leadership responsibilities in several areas that include:

- Instructional leadership roles that are designed to improve teacher pedagogical growth, which will result in additional compensation ranging from \$750 to \$8,000. The leadership role titles attached to the compensation include:
  - ✓ SIOP Facilitator
  - ✓ Lead Advance Placement Teacher
  - ✓ Lead Art Teacher
  - ✓ Instructional Technology Trainer
  - ✓ Elementary Grade Level Chairperson
  - ✓ Middle School Team Leader
  - ✓ Department Head
  - ✓ Teacher Mentors
  - ✓ Master Mentors
- Roles that are designed to improve student performance, which will result in additional compensation ranging from \$625 to \$8,000. The titles attached to this compensation include:
  - ✓ Academic Decathlon Teacher
  - ✓ Speech and Drama Teacher
  - ✓ Vocational Teacher
  - ✓ ROTC Teacher
  - ✓ Robotics Teacher
  - ✓ Yearbook/Newspaper Teacher
  - ✓ Orchestra Teacher
  - ✓ Band Teacher
  - ✓ Industrial Arts Teacher
  - ✓ Drill Team Teacher
  - ✓ Chorus Teacher
  - ✓ Broadcast Journalism Teacher
- Roles that are designed to address market supply and shortage needs, which will result in additional compensation ranging from \$450-\$8,320. The titles attached to this compensation include:
  - ✓ Special Education Teacher
  - ✓ Science Teacher
  - ✓ Math Teacher
  - ✓ ESL Endorsement
  - ✓ Dual Language Teacher

EEIP will enable PISD to differentiate master mentor stipends from mentor stipends. It will enable PISD to pay master mentors \$1,500 stipends annually for their work.

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Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

During the last two years, PISD has taken steps to improve its teacher recruitment and hiring processes. In the past, PISD relied on attending job fairs held by Universities to recruit new graduates. While this resulted in securing some solid teacher candidates, it provided little return on the amount of energy Human Resources was putting into it. Just prior to changing recruitment tactics, PISD was attending approximately 85 job fairs each year and competing with surrounding school districts like Houston ISD, Spring ISD, Alief ISD, etc. for a limited number of graduates at each location. This strategy not only resulted in an insufficient number of teacher candidates, there was no way to pursue the top graduates of post-secondary education programs through the job fairs, only.

The new recruitment strategies rely heavily on developing relationships with the education departments of all of the major universities in Texas. For example, now the HR recruiters will go to a major university to participate in a number of pre-recruitment activities designed to give PISD the opportunity to meet and answer junior and senior students' questions about pursuing employment and the opportunity to chat with them about their career goals and career interests. These pre-recruitment meetings also support the development of relationships with professors that allow PISD to meet the top performing teacher candidates. Often, PISD has one to two full days to meet with candidates and provide them with information on the 'benefits' of working for PISD. If a candidate expresses an interest in working for PISD, will meet the certification requirements upon graduation, and is a good match for the PISD culture, HR invites the candidate to come to PISD for a tour of the district and to assure the candidate is truly a good match for PISD students and community. If the candidate is still interested after the tour, he/she is invited to interview for open positions.

This strategy has proven effective as it provides a true opportunity for HR to learn enough about the candidates to 'pre-screen' them and to enable candidates to make an informed decision about working for PISD. Specifically, PISD already has in place the following:

- Relationships with Education departments with more than 23 universities (14 Texas universities and 9 out-of-state universities).
- Pre-job fair opportunities to meet top performing teacher candidates and to develop relationships with them.
- PISD tours and interviews for interested, qualified applicants.

The applicant must have the following qualifications to be eligible for hire.

- A bachelor degree from an accredited post-secondary institution.
- A teaching certification.
  - ✓ If the applicant has a probationary certification, he/she must be involved in a process of completing the requirements to earn a teaching certification.
- References.

A useful strategy that PISD has not implemented is an early notification bonus. A large number of resignations are turned in after May 31<sup>st</sup> which results in PISD scrambling to fill those positions prior to the beginning of the school year. EEIP will allow PISD to implement an early notification bonus program. Staff who turn in their resignation/retirement notice prior to February 28<sup>th</sup> of each year and who are in good standing with the district will earn a \$500 bonus that will be payable with their last paycheck.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The professional staff development rubric described on pages 30 and 31 identifies the training teachers need to complete to pursue a career pathway and stay in the classroom. The career pathways named below are categorized under the continuum areas to help teachers understand the instructional leadership opportunities available to them if they attend the training listed on the rubric and if they persevere and master the five levels (identified on page 26) within an area of the continuum.

Thus, teachers, who are identified as having mastered all five levels of skills within the areas identified on the rubric on page 26 and have participated in the three levels of training designated in the correlated areas identified in the rubric on pages 30-31, are eligible to pursue the following leadership positions.

**Supporting All Students in Learning:**

Mentor  
Master Mentor  
Staff Developer  
Team Leader  
Department Head  
Grade level chair person  
GT Liaison  
Technology Liaison  
Special Ed. Campus Support Staff  
Dyslexia Interventionist  
ESL/ Bilingual support

**Effective Environment:**

Mentor  
Master Mentor  
Staff Developer  
Team Leader  
Department Head  
Grade level chair person  
GT Liaison  
Technology Liaison  
Special Ed. campus support staff  
Behavior coach (with campus duties)

**Understanding Subject Matter:**

Mentor  
Master Mentor  
Staff Developer  
Team Leader  
Department Head  
Grade level chair person  
Technology Liaison  
Campus content specialist (with classroom duties)  
Curriculum writer  
Partial release coaching

**Instructional Planning, Design and Engagement:**

Mentor  
Master Mentor

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Staff Developer  
 Team Leader  
 Department Head  
 Grade level chair person  
 GT Liaison  
 Technology Liaison  
 Special Ed. campus support staff  
 Campus content specialist (with classroom duties)  
 Curriculum writer  
 Partial release coaching

**Assessment:**

Mentor  
 Master Mentor  
 Staff Developer  
 Team Leader  
 Department Head  
 Grade level chair person  
 GT Liaison  
 Technology Liaison  
 Special Ed. campus support staff  
 Campus content specialist (with classroom duties)  
 Curriculum writer- test construction, vetting common assessments  
 Partial release coaching

**Developing as a Professional Educator:**

Mentor  
 Master Mentor  
 Staff Developer  
 Team Leader  
 Department Head  
 Grade level chair person  
 GT Liaison  
 Technology Liaison  
 Special Ed. Campus Support Staff  
 Campus content specialist (with classroom duties)  
 Partial release coaching

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena Independent School District is not pursuing a waiver.

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Pasadena Independent School District is not pursuing a waiver.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena Independent School District is not pursuing a waiver.

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Pasadena Independent School District is not pursuing a waiver.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The focus of the initial Design Team meeting was an assessment of the district's current processes relating to new teacher induction and mentoring. The Design Team, consisting of master mentors, associate superintendents, principals, and instructional technology staff, identified the following needs for the PISD mentoring program:

1) Teachers, new to the profession, need mentoring support to quickly gain the skills they need and to successfully complete the years that they are most 'at risk' of leaving the profession. The ideal number of years that teachers need support is during the first three years of a teacher's career. Unfortunately, PISD can only afford mentoring costs for one year of mentoring. However, with EEIP funds, PISD will be able to provide new teachers two full years of mentor support.

2) PISD has many instructional specialist positions that are being used differently at each campus. Funding from EEIP will enable the Program Coordinator to work with campus principals in using these instructional leaders to support teacher growth and securing the training they need to coach and mentor. Without this EEIP-funded position, the use of instructional leaders will be solely determined by the campus principal, as there is no district mandate to use them for teacher development.

3) Currently, PISD has a number of staff development trainings, but no formalized process for assuring there is some purpose and consistency in a teacher's selection of the training. And, PISD needs to create additional training to meet learning opportunity gaps and create digitized formats that are accessible on-line. With an EEIP grant, the Program Coordinator will work with principals and mentors involved in formal and informal teacher evaluations in following the process and rubric of training found on pages 30 and 31. The Program Coordinator will also work with the Director of Staff Development to create the training opportunities for online access and to fill in training need gaps.

4) While PISD had identified Professional Learning Communities (PLC) as the campus-based process for developing all classroom teachers, it has not formalized the format, processes, or the method for determining the content of the PLCs. With an EEIP grant, the Program Coordinator will work with principals and campus PLC leaders to support their process of defining PLC operation on their campus.

5) Currently, PISD cannot afford to provide teachers and mentors with release time to support instructional growth opportunities. An EEIP grant will allow PISD to give both teachers new to the profession and mentors two days per semester of release time to pursue mentoring/coaching/growth activities. It will also allow the district to purchase video-taping equipment and licenses that allow mentors and mentees to video tape instruction during the school day and to use those taped classes as mentoring tools before and after school.

6) A common problem of equitably implementing an informal and formal teacher evaluation process is that all evaluators, even when they are trained to use the same criteria, do not necessarily interpret evaluation criteria the same when assessing classroom instruction. With EEIP, PISD will use the video-taped observations (with the permission of the video-taped teacher) to calibrate observational standards and train evaluators on what a successfully implemented standard looks like.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**April 2014 (1st year and extensions):**

- Recruit & identify mentors (ongoing)
- Principals define/identify team leaders and mentors for training during summer
- Stakeholder Meetings
  - Attendees: Principals, existing mentors, new mentors, new teachers, existing teachers
- Publicize the plan and the process
- Align new teacher continuum and career paths to PDAs
- Organize and publicize courses offered during the summer
- Develop the staff development e-courses
- Develop video-taping training
- Post Program Coordinator position

**May 2014 – Summer (Video-taping training):**

- Interview and hire Program Coordinator
- Provide staff development training
- Conduct mentor/teacher training
- Provide Professional Learning Communities (PLC) training to new teachers
  - What is a PLC?
  - Lead a PLC
- Conduct career development / staff development workshops
- Teachers participate in training based on selected career path

**August (October) 2014:**

- Formalize mentor list (August)
- Train mentors (August through October)

**September 2014:**

- Continue new teacher trainings, including basic pedagogy and adding instructional techniques/design
- Begin mentoring of new teachers
  - new teachers
  - instructional design
- Promote staff development for career paths for existing teachers and teachers who want to stay in the classroom

**October 2014:**

- New teachers take self-assessment
- Communicate the early notification deadline of 2/15/15 to district staff

**December 2014:**

- New teachers take mid-year self-assessment

**January – February 2015:**

- Train mentors
- Early notification deadline of 2/28

**Spring –Summer 2015:**

- Finalize curriculum for pathways
- Continue new teacher trainings, including basic pedagogy and adding instructional techniques/design
- Offer staff development opportunities for all levels
- Offer blended learning (face-to-face and online) for all levels of professional development offered
- Finalize comprehensive career path curricula
- Hold stakeholder meeting (staggered)
- Promote staff development for career paths for existing teachers and teachers who want to stay in the classroom

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 101-917

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Participant buy-in to the EEIP program will determine the success of the program. Therefore, a planning committee was assembled in early December, 2013 to design the EEIP. Committee participants included peer facilitators, who model best practices and coach campus teachers; elementary, middle, intermediate, and high school principals; the district Professional Development Director, the district Alternative Certification Program Director, the district Mentoring Coordinator, Master Mentors, the Associate Superintendent of Campus Development, a Human Resource Specialist, and the Associate Superintendent for Leadership and Instructional Support.

The committee convened at least once per week to design a district program that supports new teachers, guides teachers on a path toward a leadership role through various professional development opportunities and provides training and evaluation for mentors. Approximately 20-25 people attended each meeting as evidenced by sign-in sheets. Meeting dates for the planning committee were December 6, 11, 17, 2013 and January 6 and 13, 2014.

Considering the results of a 2013 survey of new teachers and mentors, the design group divided into two sub-committees to address the content of the courses for the career paths while the other group discussed the alignment of the mentoring program practices with the teacher evaluation system. From the 2013 survey, the key areas of support needed by both mentors and new teachers and thus, an important component of the Pasadena ISD EEIP are:

- **Mentors** – Of the new teachers surveyed, positive relationships with colleagues ranked 18.35 %; access to technology 12.1%; support from grade level teams 11.29 %; access to resources 10.48 %; time to plan 5.65 %; and support from administrators, department chairs, parents, support staff, and campus content specialists 21.97%.
- **Coaching on the New Teacher Continuum** – 17.56% of the mentors want to understand how to use the tool to self-assess, set goals, and reflect on the progress towards the goal.
- **Release time** –In order to complete the mentor/new teacher activities (i.e. goal setting, classroom observations), 46.04% of mentors felt the most important piece of their job as a mentor was to have release time.
- **Career Path Support** – 40.3% of the new teachers stated a career path would benefit their employment with the district.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Personnel at all campuses within Pasadena ISD will participate in the EEIP.

- All first and second year teachers new to the teaching profession and their mentors will receive training that will not only enhance the performance and growth of new teachers, but will also provide the skill set necessary for those teachers interested in pursuing campus instructional leadership positions.
- All teachers will participate in Professional Learning Communities, summative conferences, and will be able to pursue a chosen career pathway by mastering the skills identified on the Continuum Rubric on page 26 and by pursuing the training identified on the Training Rubric found on pages 30-31.

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